

Building and Buying Accessible Resources for Instruction and Development Use case for the Digital Marketplace, Phase I

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FACULTY ROLE

DISCOVERY:

Professor Plum logs into his LMS during the summer to begin to build the collection of resources he will want his students to use in the Biology 101 course he's teaching in the fall. It's been 5 years since he taught the introductory level course so he's interested in reviewing what's available in the field. Within the LMS website, he goes to the page for building his resource list and clicks on "Search for Resources". He types in a key concept he'll be covering in the course and a hit list of materials from 6 different publishers is generated along with free materials from MERLOT. The descriptions of the materials includes title, author, abstract, publisher collateral, type of resource (book, article, multimedia, etc), indication of its ability to be rendered in an accessible (section 508 compliant) format, and the different delivery formats and prices (hard copy text book, custom book, eBook to own, eBook to rent).

While looking for instructional content, Professor Plum also examines some of the professional development resources he can use help him prepare to teach successfully. He finds a number of handbooks on teaching the net-generation and he selects one for his summer reading, which CSULB gets a discount because of a bulk purchase.

PREVIEW:

Professor Plum selects 10 different recourses to review in more detail. He clicks on the PREVIEW button and a window pops ups indicating that since he is a faculty in good standing at CSULB, he will have full electronic access to the eBook for a 72-hour period, starting whenever he wishes. After previewing 10 materials, he selects 5 for his course, a textbook, and a chapter from another book, a tutorial on using EXCEL, and 2 multimedia simulations. He also gets to preview the net-generation handbook as well.

SELECTION:

Profession Plum saves his selections of materials for his students and writes notes (annotations) about the resources he's selected to use. He notices that the book, chapter, and tutorial can be rendered in an accessible format but the 2 multimedia simulations are only 80% accessible. Professor Plum contacts the campus Center for Students with Disabilities to learn what he needs to do to provide alternative curriculum to the visually impaired student he'll have in his class. Finally Professor Plum examines the "student view" of the resource list and sees that the textbook is offered in an eBook-to-own version for 50% of the hard copy text and the eBook-to-rent is only \$15.99 for the semester. With all these options for access to the materials, he's hoping all his students will use the materials.

BUY:

Professor Plum puts the net-gen book in his shopping cart and buys it with his credit card

STUDENT ROLE

BUYING INSTRUCTIONAL RESOURCES

When Jane Student gets access to the LMS for her Biology 101 course, she navigates to the Resource List to check out what she'll need to buy. As a student with a vision disability, she has had a challenge of getting the materials in a format she can use in a timely manner. She reviews the resource list and sees that the textbook and tutorial are in an accessible format and is pleased. She then reviews the different types of style sheets CSULB has certified has rendering the content in an accessible manner. She likes the choices and decides on the size, contrast, colors, and layout that suits her needs. Jane is considering becoming a biology major so she decides to put the eBook-to-buy in her shopping cart and the tutorial in her shopping cart. She buys the resources online with her credit card and stores the resources in her campus ePortfolio. For the two multimedia resources, there's a note for her stating that the CSULB Center for Students with Disabilities will provide an aid to work with Jane on the portions of these resource that are not accessible to her.

In the 4th week of the semester, Jane realizes she's having trouble with one of the key concepts in biology. She goes to the Digital Marketplace in her LMS and searches for additional materials that might do a better job in helping her learn the concept. She finds a student workbook that has the background information she needs and it can be rendered in the accessible format she prefers. Jane buys it online.

BUYING STUDENT DEVELOPMENT RESOURCES

While Jane was looking for her course materials, she saw that the resource list also include a collection of online materials that could help her learn more about the different jobs you can get with a biology degree, expected salaries, and different types of professional opportunities. She also sees that the State of California provides forgivable student loans for students who go into teaching in California schools. Being a CSULB student, she can preview the career development material for 3 hours. Jane likes to book and adds it to her shopping cart. She also sees an e-handbook on how to succeed in college without going broke. She also puts this in her shopping cart and buys the materials with her credit card.

Benefits to Stakeholders

CSU

1. Scaleable strategy to deliver accessible (section 508 compliant) content to student that fits within normal faculty, student, and campus behavior
2. Lower cost options for student purchasing course content and more options for acquiring content that meet their needs.
3. Students more informed about making career and life decisions that facilitate graduation in a scaleable manner
4. Faculty have greater choice and more conveniences in researching content for their courses
5. Faculty provided timely faculty development resources at their fingertips

Publishers

1. Significant reduced expenditures of sampling materials
2. Increase market access to faculty through digital sampling
3. Increase market access to a wider range of their product line for both faculty and students
4. Improved market intelligence

Technology Companies

1. Applications and networks become more essential to core Higher Ed business practices

Testable Outcomes of Use Case:

1. Identify and Access Management/Trusted transaction Functionality
2. Federated Search/Interoperability functionality
3. Implementation of different business rules
4. Accessibility audit functionality
5. Accessible rendering functionality
6. Usability of functionality